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ABSTRACT

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on administrative organization and funding of vocational education at Federal, State, and local levels; secondary and postsecondary schools and other agencies and organizations that provide vocational education; and the functions and responsibilities of national, State, and local advisory committees. Part III, Group and Classroom Activities, suggests classroom or group activities and discussion questions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

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VOCATIONAL EDUCATION CURRICULUM SPECIALIST

VECS

Module 4:

Organization of Vocational Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STUDY GUIDE

(TEACHING/LEARNING MODULE)

CE 009197

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-Study Guide-

Module 4

ORGANIZATION OF VOCATIONAL EDUCATION

This document is one of a series of teaching/learning modules designed to train Vocational Education Curriculum Specialists. The titles of all individually available documents in this series appear below:

INTRODUCTORY MODULES

1. The Scope of Vocational Education
2. Roles of Vocational Educators in Curriculum Management
3. Current Trends in Vocational Education
4. Organization of Vocational Education
5. Legislative Mandates for Vocational Education
6. The Preparation of Vocational Educators

CORE MODULES

1. Important Differences Among Learners
2. Learning Processes and Outcomes
3. Applying Knowledge of Learning Processes and Outcomes to Instruction
4. Assessing Manpower Needs and Supply in Vocational Education
5. Laying the Groundwork for Vocational Education Curriculum Design
6. Selecting Instructional Strategies for Vocational Education
7. Derivation and Specification of Instructional Objectives
8. Development of Instructional Materials
9. Testing Instructional Objectives
10. Fiscal Management of Vocational Education Programs
11. Introducing and Maintaining Innovation
12. Managing Vocational Education Programs
13. Basic Concepts in Educational Evaluation
14. General Methods and Techniques of Educational Evaluation
15. Procedures for Conducting Evaluations of Vocational Education

SEMINARS AND FIELD EXPERIENCE MODULE

(Seminars in Authority Roles and the Curriculum Specialist in Vocational Education, and Leadership Styles and Functions of the Curriculum Specialist in Vocational Education; field work in Project Design and Administration, Operation of School Programs, Evaluation of School Programs, Educational Research and Development, and State, Regional, and Federal Program Supervision)

INSTALLATION GUIDE

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PREFACE

Who is a vocational education curriculum specialist? The answer to this question is not as simple as it might appear. A vocational education curriculum specialist is likely to work in many different capacities, including, but not limited to: instructor, department chairperson, dean of vocational-technical education, vocational supervisor, principal, state or local director of vocational education, and curriculum coordinator.

The specialist is, perhaps, more identifiable by his/her responsibilities, which include, but are not limited to:

- planning, organizing, actualizing, and controlling the work of an educational team performed to determine and achieve objectives.
- planning, organizing, and evaluating content and learning processes into sequential activities that facilitate the achievement of objectives.
- diagnosing present and projected training needs of business, industry, educational institutions, and the learner.
- knowing, comparing, and analyzing different theories of curriculum development, management, and evaluation and adapting them for use in vocational-technical education.

This teaching/learning module is part of a set of materials representing a comprehensive curriculum development project dealing with the training of vocational education curriculum specialists. The purpose of this two-year project was 1) to design, develop, and evaluate an advanced-level training program, with necessary instructional materials based on identified vocational education curriculum specialist competencies, and 2) to create an installation guide to assist instructors and administrators in the implementation process.

The curriculum presented here is, above all else, designed for flexible installation. These materials are not meant to be used only in the manner of an ordinary textbook. The materials can be used effectively by both instructor and student in a variety of educational environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings.

Dr. James A. Dunn
Principal Investigator and
presently Director,
Developmental Systems Group
American Institutes for Research

ACKNOWLEDGEMENTS

The Vocational Education Curriculum Specialist Project was a comprehensive development and evaluation effort involving the contribution of a large number of people: project staff, curriculum consultants, a national advisory panel, and a number of cooperating colleges and universities. This wide variety of valuable inputs makes it difficult to accurately credit ideas, techniques, suggestions, and contributions to their originators.

The members of the National Advisory Panel, listed below, were most helpful in their advice, suggestions, and criticisms.

Myron Blee	*Florida State Department of Education*
James L. Blue	*RCU Director, Olympia, Washington*
Ralph C. Bohn	*San Jose State University*
Ken Edwards	*International Brotherhood of Electrical Workers*
Mary Ellis	*President, American Vocational Association*
George McCabe	*Program Director, Consortium of California State University and Colleges*
Curtis Henson	*Atlanta Independent School District, Georgia*
Ben Hirst	*Director, Consortium of the States, Atlanta, Georgia*
Joseph Julianelle	*U. S. Department of Labor*
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Bette LaChapelle	*Wayne State University*
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Rita Richey	*Wayne State University*
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William Stevenson	*Oklahoma State Department of Education*

The project would not have been possible without the cooperation and commitment of the field test institutions listed below.

California State University, Long Beach
California Polytechnic State University, San Luis Obispo
Consortium of California State University and Colleges
- California State University, Sacramento
- California State University, San Diego
- California State University, San Francisco
- California State University, San Jose
- California State University, Los Angeles

Iowa State University
University of California Los Angeles
University of Northern Colorado

Overall responsibility for the direction and quality of the project rested with James A. Dunn, Principal Investigator. Project management, supervision, and coordination were under the direction of John E. Bowers, Project Director.

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Part I:

Organization and Administration

PART I
ORGANIZATION AND ADMINISTRATION

Guidelines

This study guide has five major sections. Each section contains useful information, suggestions, and/or activities that assist in the achievement of the competencies of a Vocational Education Curriculum Specialist. Each major section is briefly described below.

PART I: ORGANIZATION AND ADMINISTRATION

PART I contains an Overview and Rationale, Educational Goals and Performance Objectives, Recommended Learning Materials, and Suggested Reference Materials. This section will help the user answer the following questions:

- How is the module organized?
- What is the educational purpose of the module?
- What specifically should the user learn from this module?
- What are the specific competencies emphasized in this module?
- What learning materials are necessary?
- What related reference materials would be helpful?

PART II: CONTENT AND STUDY ACTIVITIES

Part II contains the content outline arranged by goals. The outline is a synthesis of information from many sources related to the major topics (goals and objectives) of the module. Study activities for each goal and its corresponding objectives follow each section of the content outline, allowing students to complete the exercises related to Goal 1 before going on to Goal 2.

PART III: GROUP AND CLASSROOM ACTIVITIES

The "Activities-Resources" column in the content outline contains references to classroom or group activities and discussion questions related to specific content in the outline. These activities and discussion questions

are located in PART III and are for optional use of either the instructor or the student. Both the classroom activities and discussion questions are accompanied by suggested responses for use as helpful examples only--they do not represent conclusive answers to the problems and issues addressed. Also contained in the "Activities-Resources" column are the reference numbers of the resources used to develop the content outline. These reference numbers correspond to the numbers of the Suggested Reference Materials in PART I.

PART IV: STUDENT SELF-CHECK

PART IV contains questions directly related to the goals and objectives of the module. The self-check may be used as a pre-test or as a post-test, or as a periodic self-check for students in determining their own progress throughout the module.

PART V: APPENDICES

Appendix A contains responses to the Study Activities from PART II, and Appendix B contains responses to the Student Self-Check. The responses provide immediate feedback to the user and allow the module to be used more effectively for individualized study. They have been included in the last part of the module as appendices to facilitate their removal should the user wish to use them at a later time rather than concurrently with the rest of the module.

Approximately 20 hours of out-of-class study will be necessary to complete this module.

Overview and Rationale

In order to facilitate the achievement of the goals or purposes of any institution, there must be an administrative structure or organization. Vocational education is no exception. The purpose of this module is to look at the administrative organization for vocational education,

thereby providing the future specialist with a general familiarity of the system. If vocational education is to exert its full impact upon the social and economic needs of our nation and its people, it will be necessary for persons preparing for policy-making and program-planning roles to have a better understanding of the functions of administration. Such understanding and knowledge will facilitate the task of the curriculum specialist in identifying, selecting, organizing, implementing, and evaluating learning experiences as they relate to vocational and technical education.

The content of the module is divided into three major areas. The first area concerns the administrative organization and funding of vocational education at the federal, state, and local levels. Described are the major vocational education roles of the United States Office of Education, the state departments of education, and the local school district boards of education. It also discusses the sources of funding for vocational education and the fiscal responsibilities of the various administrative levels.

Next, the module briefly describes the organizations and institutions that provide vocational education programs at the secondary and post-secondary levels. Considered are both public and private organizations.

Finally, the module discusses the role of national, state, and local advisory committees, a unique and traditional factor within the organizational structure of vocational education.

Goals and Objectives

Upon completion of this module, the student will be able to achieve the following goals and objectives:

GOAL 4.1: PRESENT, ANALYZE, AND SYNTHESIZE INFORMATION AND CONCEPTS OF THE ADMINISTRATIVE ORGANIZATION AND FUNDING OF VOCATIONAL EDUCATION AT THE FEDERAL, STATE, AND LOCAL LEVELS AND THE UNDERLYING PRINCIPLES AND PHILOSOPHY OF VOCATIONAL EDUCATION ADMINISTRATION.

Objective 4.11 Identify the first federal agency concerned with the administration of vocational education.

Objective 4.12 Compare the prestige and organizational status of the first federal agency for the administration of vocational education with that of the present federal agency.

Objective 4.13 Determine the number of years the Federal Government has been involved in vocational education.

Objective 4.14 List the organizations responsible for the administration of vocational education on the federal, state, and local levels.

Objective 4.15 Identify the administrative level legally responsible for vocational education.

Objective 4.16 Describe the highest hierarchal position for a state director of vocational education.

Objective 4.17 Describe how state divisions of vocational education have traditionally been organized and how recent federal legislation for vocational education has affected this traditional organizational pattern.

Objective 4.18 Describe the requirements of the Vocational Education Act of 1963 regarding the composition of a state board for vocational education.

Objective 4.19 Identify the most common method for recruiting members for a state board for vocational education.

Objective 4.110 Illustrate the typical organizational pattern for the administration of vocational education at the local level.

Objective 4.111 State the purpose of federal funding for vocational education as of 1968.

Objective 4.112 Review the specific occupational categories for which federal funding was first provided.

Objective 4.113 Identify the most recent legislation that marked the turning point for increased federal funding of vocational education.

Objective 4.114 Determine the ratio of federal-to-state funds required by VEA, Part B, for states to be eligible for federal funding.

Objective 4.115 List the three basic requirements a state must meet to obtain federal funding for vocational education.

Objective 4.116 Describe the purpose of a state plan for vocational education.

Objective 4.117 Identify three specific planning requirements of the Vocational Education Amendments of 1968 for local educational agencies applying for federal funds.

Objective 4.118 Identify a general principle of financing vocational education that was established by early federal legislation.

Objective 4.119 List three general principles of vocational education administration established by early federal legislation that have persisted throughout the years.

GOAL 4.2: EXPLAIN THE PURPOSES AND RELATIONSHIPS OF THE VARIOUS INSTITUTIONAL ORGANIZATIONS THAT CONDUCT PROGRAMS OF VOCATIONAL EDUCATION, THE TYPES OF VOCATIONAL PROGRAMS OFFERED BY THESE ORGANIZATIONS, AND THE GENERAL CHARACTERISTICS OF STUDENTS ENROLLED IN THESE PROGRAMS.

Objective 4.21 Identify three types of secondary school institutions that provide vocational education programs.

Objective 4.22 Identify three types of postsecondary school institutions that provide vocational education programs.

Objective 4.23 Compare and contrast the general characteristics of secondary vocational students with the general characteristics of postsecondary vocational students.

Objective 4.24 Recognize the specific vocational programs for which enrollment is the greatest at the secondary and postsecondary levels.

Objective 4.25 Identify the type of educational institution in which vocational education programs are most prevalent.

Objective 4.26 Recommend types of secondary and postsecondary institutions most likely to offer the greatest variety of vocational education programs.

Objective 4.27 List two reasons why vocational education usually begins in high school.

Objective 4.28 State the three principal curricula offered in the high schools of the United States and the three principal curricula offered in the community colleges of the United States.

Objective 4.29 Describe the basic arguments for and against the maintenance of separate vocational high schools.

Objective 4.210 State the difficulties of private vocational schools in recruiting students.

GOAL 4.3: UNDERSTAND, ANALYZE, AND SUMMARIZE THE FUNCTIONS AND RESPONSIBILITIES OF NATIONAL, STATE, AND LOCAL ADVISORY COMMITTEES WITHIN THE ORGANIZATIONAL STRUCTURE OF VOCATIONAL EDUCATION.

Objective 4.31	Describe the legislative requirements, if any, for local, state, and national advisory committees.
Objective 4.32	Identify the role that national advisory committees have played in the development of recent vocational education legislation.
Objective 4.33	Describe the organizations represented in the membership of the National Advisory Council on Vocational Education.
Objective 4.34	List the three specific duties of a state advisory council.
Objective 4.35	Describe three types of local advisory committees and the general role of each type.

Recommended Materials

1. Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

2. Somers, Gerald G. and Little, Kenneth J. (Eds.) Vocational Education: Today and Tomorrow. Madison, Wisconsin: Center for Studies in Vocational and Technical Education, The University of Wisconsin, 1971.

3. Barlow, Melvin L. (Ed.) The Philosophy for Quality Vocational Education Programs. The Fourth Yearbook of the American Vocational Association. Washington, D. C.: AVA, 1974.

4. Comptroller General of the United States. What is the Role of Federal Assistance for Vocational Education? Washington, D. C.: General Accounting Office, December 31, 1974.

5. State Plan for Vocational Education.

Suggested References

1. American Vocational Association. The Advisory Committee and Vocational Education. Washington, D. C.: AVA, 1969.

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17. National Association of Industrial and Technical Teacher Educators. Journal of Industrial Teacher Education. 11:2. West Lafayette, Indiana: NAITTE, Winter 1974.

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21. State of California. California State Plan for Vocational Education: Part I--Administrative Provisions. Sacramento: Office of State Printing, 1973.

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Part II:

Content and Study Activities

PART II
CONTENT AND STUDY ACTIVITIES

Goal 4.1

Content Outline	Activities-Resources

Goal 4.1: Present, Analyze, and Synthesize Information and Concepts of the Administrative Organization and Funding of Vocational Education at the Federal, State, and Local Levels and the Underlying Principles and Philosophy of Vocational Education Administration.

A. Organizational Levels: Vocational education is administered at three governmental levels--federal, state, and local. Each governmental level has specific responsibilities and functions.

1. USOE. Within USOE, the Bureau of Occupational and Adult Education (BOAE) provides for the administration of vocational education programs. Specific functions and responsibilities are:
   a. To collect statistics and facts showing the condition and progress of vocational education.
   b. To disseminate information on organization and management of schools.
   c. To study methods of teaching.
   d. To promote the cause of vocational education.

e. To approve state plans.
f. To identify sufficiency of state staff.
g. To approve state reports.
h. To promote research through special grants.
i. To approve transfer of funds.
j. To audit the use of funds (6).

2. State Department of Education.
Specific functions and responsibilities are:
a. To be responsible for the administration, planning, and coordination of the vocational education program in accordance with the state plan and the state policies.
b. To recommend, through the executive officer, approval of payments from vocational education funds.
c. To be responsible for financial budgets and other fiscal matters pertaining to vocational education.
d. To be responsible for the auditing of State Board vocational education accounts.
e. To be responsible for the expenditure of all state and federal funds for vocational education.
f. To prepare, with the assistance of the State Board staff, bulletins, reports, and other materials necessary for the conduct and improvement

(6) Principles of Adult, Vocational and Technical Education, p. 14.
Also see (12), Report to Congress: What is the Role of Federal Assistance for Vocational Education?, p. 3.

of the services of vocational education.

g. To coordinate teacher training in the appropriate areas of vocational education in cooperation with the State Board staff.

h. To initiate and coordinate studies and investigations that are designed to improve the vocational education program.

i. To be responsible for the compilation and preparation of all official reports on vocational education in the state.

j. To assist in preparing and securing such legislation as may be essential for an adequate program of vocational education. *

k. To keep the public informed through the proper channels of the progress and opportunities in vocational education.

l. To determine the need for vocational training and promote the establishment of needed vocational education programs throughout the state.

m. To be responsible for the training of vocational teachers under the provisions of the state plan.

n. To assist local educational agencies in evaluating their vocational education programs.

* See Discussion Question A in Part III.

o. To give leadership to the development of effective vocational guidance and counseling services (6). *

3. Local School District.* Specific functions and responsibilities are:
   a. To prepare local plan and five-year projection.
   b. To maintain vocational education program standards.
   c. To prepare or retrain youths and adults for gainful employment and/or job advancement.
   d. To prepare individuals for enrollment in advanced vocational training.
   e. To identify program needs.
   f. To provide coordination for instruction.
   g. To employ and evaluate teachers.
   h. To assist academic, socioeconomic, cultural, physical or other handicapped persons to attain saleable skills.
   i. To control class sizes to ensure effective instruction and safe working conditions.
   j. To provide vocational counseling and guidance.
   k. To provide job placement and conduct follow-up studies.
   l. To prepare records and reports (6).

(6) Principles of Adult, Vocational and Technical Education, pp. 147-49. Also see (20), Vocational Education: Today and Tomorrow, pp. 141-52.

* See Discussion Question B in Part III.

* See Classroom Activity 1 in Part III.

(6) Principles of Adult, Vocational and Technical Education, pp. 147-49.

B. Funding for Vocational Education: The Vocational Education Act of 1963 and the Amendments of 1968 provide the legislative basis for funding of public vocational education. Funding is authorized for specific areas of vocational education.

1. Permanent Program Funding: For permanent vocational education programs, VEA authorized $355 million for fiscal year 1969, $565 million for 1970, $675 million for both 1971 and 1972, $565 million for 1973 and the same amount for each fiscal year thereafter (22). The federal formula for annual allotment of VEA funds to states is based on age distribution and per capita income in the state. To be eligible for federal funds, states must match federal Part B funds on a dollar for dollar basis, and submit a state plan each year to USOE which meets the requirements of the act and HEW's regulations and guidelines (12).

Each state must also demonstrate that planning and evaluation are taking place in its programs for vocational education and that it has a state advisory council on vocational education appointed by the governor or the state board (19).

Permanent program funding accounts for 80% of total VEA expenditures. VEA

(22) Introduction to Trade, Industrial, and Technical Education, p. 22.
Also see (19), Vocational Education: Innovations Revolutionize Career Training, p. 4.

(12) Report to the Congress: What is the Role of Federal Assistance for Vocational Education?, p. 3.
Also see (19), pp. 6-7.

(19) Vocational Education: Innovations Revolutionize Career Training, pp. 6-7.
Also see (12), Report to the Congress: What is the Role of Federal Assistance for Vocational Education?, Chap. 2, pp. 8-21.

requires that a certain percentage of funds allocated to states must be directed to specific groups of people with special needs.

a. At least 15% of the state's permanent program funds must be directed to people with handicaps that prevent them from succeeding in regular vocational education programs.

b. At least 15% of the state's permanent program funds must be directed to postsecondary programs that assist persons who are unemployed because they lack a saleable skill.

c. At least 10% of the state's permanent program funds must be directed to people who need special educational assistance because of physical, mental, or emotional handicaps (19).

2. Funding for Consumer and Homemaking Education: VEA authorized $50 million for both 1971 and 1972 to be used to support programs that prepare individuals for the role of homemaker or that prepare them for employability as homemaker and wage earner. These funds are distributed to states on a 50% matching basis, except in economically depressed or high unemployment areas, where the federal portion of funds may reach a maximum of 90% (19).*

(19) Vocational Education: Innovations Revolutionize Career Training, pp. 6-7. Also see (12), Report to the Congress: What is the Role of Federal Assistance for Vocational Education?, Chap. 2, pp. 8-21.

* See Discussion Question C in Part III.

3. Funding for Cooperative Vocational Education: VEA authorized $35 million for fiscal year 1970, $50 million for 1971, and $75 million for 1972 to support cooperative programs. Funds are distributed to states on the basis of the number of persons aged 15 to 19. No state is to receive less than $200,000 per year (19).
4. Funding for Work-Study Programs: VEA authorized $35 million for 1970 to assist vocational students with financial need, allowing each student to earn up to $45 per month in part-time employment at a local education agency or other public institution (19).
5. Funding for Exemplary Programs and Projects: VEA authorized $75 million for both 1971 and 1972 for the development of model or demonstration programs. These programs are to be innovative and are to stimulate new ways to create a bridge between school and earning a living for young people who are still in school, who have left school (by graduation or by dropping out), or who are in post-secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies. federal funds may support such programs up to three years.*

(19) Vocational Education: Innovations Revolutionize Career Training, pp. 5-6.
Also see (12), Report to the Congress: What is the Role of Federal Assistance for Vocational Education?, Chap. 2, pp. 8-21.

* See Discussion Question D in Part III.

6. Funding for Residential Vocational Schools: VEA provides for three types of federal assistance to encourage the construction and operation of residential schools. Under the first, the U. S. Commissioner of Education can make grants to state boards of vocational education, colleges and public educational institutions for the construction and operation of residential vocational schools. In both 1971 and 1972, $35 million was authorized for that purpose. Another $15 million was authorized in 1970 for state grants for residential schools on a 90/10 matching basis. Under the third provision, $10 million was authorized to help pay interest costs on loans for construction of residential schools and dormitories for vocational education students aged 14 to 20 (19).

(19) Vocational Education: Innovations Revolutionize Career Training. Also see (12), Report to the Congress: What is the Role of Federal Assistance for Vocational Education?

C. The State Plan:* This plan is submitted by the state board for vocational education to USOE; it describes the state's vocational education program, including policies followed by the state in maintaining, extending, and improving existing programs and establishing new programs to meet the intent of VEA.

* Students might examine an individual state plan in relation to this information.

1. Purpose of Plan: State plans serve different purposes, according to states' various needs. Some of these purposes are:

a. To outline the contract or agreement between the federal and state authorities.

b. To provide a legal basis on which both state and federal field representatives may make administrative decisions.

c. To state the policies of a state board and, as such, become the official guide for its administrative and supervisory staffs.

d. To furnish information to local school officials necessary to the organization and administration of vocational schools and classes.

e. To supply vital information to teacher-training institutions (19).

2. Criteria for Distribution of Funds To Local Educational Agencies:* VEA requires that any state wanting to receive federal funds must describe in detail in its state plan the policies and procedures by which the state will distribute funds among the local educational agencies. To ensure that federal money goes to areas of high need, VEA requires that states give due consideration to four basic criteria when considering the relative needs of local agencies for federal vocational education funds. These four basic criteria are:

(19) Vocational Education: Innovations Revolutionize Career Training.

* A local director of vocational education and a local school official might provide relevant information on this topic.

a. Provide for manpower needs and job opportunities: current and projected manpower needs and job opportunities; new and emerging manpower needs and job opportunities at local, state, and national levels.

b. Provide for differences in vocational education needs: persons in high school; persons who have completed or left high school and who are available for study in preparation for entering the labor market; persons who have already entered the labor market and who need training or re-training to achieve stability or advancement in employment; persons who require the provision of special education programs with resulting financial burdens; additional financial burdens of local agencies.

c. Determine relative ability to provide resources: Wealth of areas or communities served by local agencies within the state in relation to number of students each is educating; per capita income of areas served by local agencies within the state; areas designated as economically depressed or with high unemployment rates shall be given priority.

d. Determine relative costs of programs, services, and activities: Difference

in cost to local agencies of materials and services due to variations in price and wage levels or other economic conditions existing in areas served; differences in excess costs to local agencies due to need for supplying special services not usually part of cost of education provided by other local agencies in the state (12). *

(12) Report to the Congress: What is the Role of Federal Assistance for Vocational Education?, Chap. 4, p. 37.

* See Classroom Activity 2 in Part III.

3. Variations in Distribution of Funds at State and Local Levels: It should be noted that there are considerable variations and problems associated with distribution of funds at the state and local levels. A common practice in many states is to distribute funds widely among LEAs rather than concentrating funds in selected LEAs with high needs. This means that often insufficient priority is given to LEAs with high needs.

Distributing funds to all LEAs within the state sometimes results in their not having enough money to support special programs, which means that they must return the set-aside funds or find more financial support within the local agency. Some LEAs provide the greatest percentage of funding to meet their own vocational education needs. Distributing funds on a reimbursement basis also presents difficulties for LEAs with

scarce cash resources. This practice causes cash-flow problems and requires districts to borrow funds to operate programs(12).

(12) Report to the Congress: What is the Role of Federal Assistance for Vocational Education?, Chap. 4.

D. Study Activities

Based on your reading of the content outline and any additional references as suggested, complete the following activities.

1. Read Chapter 6 in Somers and Little, Vocational Education: Today and Tomorrow or an appropriate reference of your choice. Then answer the following questions.

   a. What event signified the beginning of federal involvement in vocational education?
   b. What was the first federal agency concerned with the administration of vocational education?
   c. What fears were expressed by some vocational educators when the U.S. Office of Education became responsible for the administration of vocational education at the federal level?
   d. How does the prestige and status of the first federal agency for the administration of vocational education compare with that of the present federal agency in charge of vocational education administration?
   e. During World War II, a special division called Vocational Education for National Defense (VEND) was created within USOE. What was the significance of the program conducted by this division?
   f. What three characteristics describe the results of federal legislation for vocational education since World War II?
   g. How many years has the Federal Government been involved in vocational education?
   h. According to the first federal legislation for vocational education, what three basic requirements must a state meet to obtain federal funds?
   i. What is the highest hierarchal position for a State Director of Vocational Education? What is the lowest hierarchal position for a State Director of Vocational Education?
   j. What is one advantage and one disadvantage of a State Director of Vocational Education who reports directly to the State Board for Vocational Education?

k. In most states, who serves as the executive officer of the State Board for Vocational Education?

l. How have state divisions of vocational education traditionally been organized? How has recent federal legislation for vocational education affected this traditional organizational pattern?

m. What is the general organizational pattern for the administration of vocational education at the local level?

n. What are five major responsibilities of a local director of vocational education?

2. From your reading of Chapter 6 in Vocational Education: Today and Tomorrow or an appropriate reference of your choice, complete the following multiple-choice questions.

a. When did USOE become responsible for the federal administration of vocational education?

_____a. 1917
_____b. 1933
_____c. 1944
_____d. 1969

b. Which of the following statements best describes the organizational status of vocational education on the federal level from 1917 to the present?

_____a. The organizational status of vocational education on the federal level has diminished from 1917 to the present.
_____b. The organizational status of vocational education on the federal level has increased from 1917 to the present.
_____c. The organizational status of vocational education on the federal level has remained relatively the same from 1917 to the present.
_____d. The organizational status of vocational education on the federal level has gone through a series of ups and downs from 1917 to the present.

c. Which of the following statements best describes the organization of your state's board for vocational education? If none of these statements is appropriate, develop one that is.

_____a. The state designates the Board of Regents of its state university as its state board for vocational education.

_____b. The state has two independent state boards: a state board of education and a state board for vocational education.

_____c. The state designates its state board of education to act also as its state board for vocational education.

_____d. The state does not have a state board for vocational education.

d. Which of the following statements best describes the hierarchal status of your state's director of vocational education? If none of these statements is appropriate, develop one that is.

_____a. The state director has a relatively low hierarchal position, reporting to the state board for vocational education through two staff members with superior hierarchal positions.

_____b. The state director has a mid-level hierarchal position, reporting to the state board for vocational education through the chief state school officer.

_____c. The state director has a high hierarchal position, reporting directly to the state board for vocational education.

_____d. The state does not have a state director of vocational education.

e. How have state divisions of vocational education traditionally been organized?

_____a. according to occupational categories
_____b. according to levels of instruction
_____c. according to general functions
_____d. according to specific federal guidelines

f. Do any of the following statements describe the organization for the administration of vocational education at the local level in your community or school district? If not, develop a statement that does.

_____a. The local vocational director reports directly to the superintendent of schools.
_____b. The local vocational director reports to the assistant superintendent for instruction.
_____c. The local vocational director reports to the director of secondary education.
_____d. The local vocational director reports to the assistant superintendent for secondary education.

g. Which of the following functions is <u>not</u> a major responsibility of a local director of vocational education?

_____a. recruitment and selection of teachers
_____b. management of supplies, equipment, and facilities
_____c. liaison with federal vocational education agencies
_____d. evaluation and supervision of instruction

3. Read Chapter 1: "Introduction" in What is the Role of Federal Assistance for Vocational Education? or an appropriate reference of your choice. Then complete the following multiple-choice questions.

a. All public funding for education amounts to what percent of the nation's gross national product?

_____a. 2%
_____b. 5%
_____c. 8%
_____d. 10%

b. The first federal funding of vocational education programs was provided primarily for what occupational categories?

_____a. trade and industry and technical
_____b. distributive and office
_____c. agriculture and health
_____d. agriculture and home economics

c. What is the most recent legislation in marking the turning point for increased federal funding of vocational education?

_____a. Smith-Hughes Act of 1917
_____b. George-Barden Act of 1946
_____c. Vocational Education Act of 1963
_____d. Vocational Education Amendments of 1968

d. Which part of the Vocational Education Act of 1963 accounts for the greatest percentage of VEA expenditures?

_____a. Part A
_____b. Part B
_____c. Part C
_____d. Part D

e. Which age group does the Vocational Education Act emphasize as most in need of vocational education?

_____a. 15-19
_____b. 20-24
_____c. 25-65
_____d. over 65

f. What is the ratio of federal-to-state funds required by the Vocational Education Act, Part B, for states to be eligible for federal funding?

_____a. 1:4
_____b. 2:3
_____c. 1:1
_____d. 7:3

4. Read Strong's article, "Administration and Supervision," in Barlow, M. L. (Ed.) The Philosophy for Quality Vocational Education Programs or an appropriate reference of your choice. Then complete the following questions.

a. "The administration of vocational education is unique among educational programs." How would you explain this uniqueness?

b. Where was the first state program of public vocational education established and what historical developments led to the establishment of this program?

c. What general principles of vcoational education administration that have persisted throughout the years were established by early federal legislation?

d. What is a major responsibility of the local school district board in regard to vocational education?

e. What are three specific planning requirements of the Vocational Education Amendments of 1968 for local educational agencies applying for federal funds?

f. What is the importance of providing adequate facilities for vocational education programs?

g. What administrative level is legally responsible for vocational education?

h. What is the purpose of a state plan for vocational education?

i. What is the most common method of recruiting members for a state board for vocational education?

j. What requirements does the Vocational Education Act of 1963 impose regarding the composition of a state board for vocational education?

k. What is a general principle of financing vocational education that was established by early federal legislation?

(See Appendix A for possible answers.)

Goal 4.2

Content Outline	Activities-Resources

Goal 4.2: Explain the Purposes and Relationships of the Various Institutional Organizations that Conduct Programs of Vocational Education, the Types of Vocational Programs Offered by these Organizations, and the General Characteristics of Students Enrolled in these Programs.

A. Secondary Schools

1. Comprehensive High School: The comprehensive high school offers a curriculum which attempts to provide a diversified program to meet the needs of pupils with varying interests and abilities. The three principal curricula offered are: college preparatory education, general education, and vocational education (14).
2. Vocational and/or Technical High School: The vocational technical high school is a separately organized institution for the primary purpose of offering education and training in one or more semi-skilled, skilled, or technical occupations. This school has a single curriculum in vocational education. Departments of other types of high schools

(14) Foundations of Vocational Education, Chap. 10.
Also see: Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

(for example, the comprehensive high school) which offer courses or programs in areas such as agriculture, home economics, office occupations, and other vocational and/or technical areas are not considered as separately organized vocational or technical high schools (3).

(3) Vocational-Technical Terminology.

3. Area Vocational School or Center:* The area vocational school is generally viewed as a vocational school at the secondary level which serves joint vocational school districts, set up so that each school district need not establish a vocational high school of its own. The school or program frequently involves a large geographical territory or a large area within the city limits. As defined by the 1963 Vocational Education Act and the 1968 Amendments, the area vocational school must be designated and approved by the state board for vocational education as one which is available to all residents of the state and one which admits as regular students both persons who have completed high school or persons who have left high school (3).

* See Classroom Activity 3 in Part III.

(3) Vocational-Technical Terminology. Also see Dictionary of Education. Good, Carter V. (Ed.) New York, N.Y.: McGraw-Hill Book Company, 1973. Also see The Encyclopedia of Education, Vol. 8, Deighton, Lee C. (Ed.) The Macmillan Company & The Free Press, 1971.

B. Postsecondary Schools

1. Community College: A postsecondary institution which usually offers three types of programs: (1) certificate program

signifying competency in a specific occupational area; (2) Associate of Arts degree program emphasizing a specific occupational area; and (3) transfer program offering the first two years of college instruction. In addition to these, the community college usually provides an adult education program. It is independently organized (public or non-public), or part of the public school system, or an independently organized system of community colleges. The term does not refer to the lower division of a four-year institution, even if this lower division is located on a campus apart from the campus of the parent institution (3)

(3) Vocational-Technical Terminology. Also see Dictionary of Education. Good, Carter V. (Ed.) New York, N.Y.: McGraw-Hill Book Company, 1973. Also see The Encyclopedia of Education, Vol. 8, Deighton, Lee C. (Ed.) The Macmillan Company & The Free Press, 1971.

2. Technical Institute: An educational institution at the post high school level which offers specialized education in one or more fields to prepare individuals for employment in positions which lie between those of the skilled worker or craftsman and the professional scientist or engineer. It is distinguished from the community college whose purpose may be both vocational-technical and academic. Programs at the technical institution may lead to the Associate of Arts degree (3).

(3) Vocational-Technical Terminology. Also see Dictionary of Education. Good, Carter V. (Ed.) New York: McGraw-Hill Book Company, 1973. Also see (14) Foundations of Vocational Education, p. 184.

3. Four-Year Colleges and Universities: Increasingly, vocational education is offered at institutions granting a baccalaureate degree. Technical education or

technology programs of two or four years duration are offered. However, institutions which grant a four-year degree may not be eligible for federal aid for vocational programs.

4. Private Vocational Schools: Most private schools are profit-making organizations. Courses are limited to specific occupational training in scores of fields. The schools and their students have enunciated an objective of full-time employment following completion of such training (7).

(7) Private Vocational Schools and Their Students: Limited Objectives, Unlimited Opportunities.

C. Other Agencies and Organizations that Provide Vocational Education. Although most of vocational education is provided by the secondary and postsecondary schools, other agencies and organizations also contribute to vocational education. These agencies and organizations include:

1. Employers: Vocational training on location is usually sponsored by employers, either as individual companies or as trade associations. Many apprenticeship programs, however, are sponsored by labor and management groups such as joint apprenticeship councils. Employers most commonly provide orientation training, designed to introduce the employee to the employer's business and show how his duties are related to the goals of the entire establishment. Other training

offered by employers may include safety training, management training, skill training and "on-the-job" training.* Training provided by employers usually has one or more of the following objectives:

a. Increased productivity
b. Increased promotability
c. Increased stability of employment
d. Increased safety (14).

The types of training offered by employers include orientation training (the most common type of employer training), safety training, management training, skill training, on-the-job training, formalized skill training, and general education (the least frequently offered employer training).

2. Organized Labor: Labor groups have particularly high regard for apprenticeship programs and often formulate contracts for such programs in cooperation with educational agencies. Although the person completing the apprenticeship program is in a favored position in terms of skills and employment, it accounts for the training of only one-tenth of new craftsmen each year. Apprentice programs are usually sponsored jointly by unions and employers (14).
3. Military: The military has the best organized and largest system of on-the-job training of any employer. It also provides a great deal of formalized training.

* Students or employers participating in such programs could provide relevant information. Such resource people might be contacted through a nearby vocational school or the occupational division of a local community college.

(14) Foundations of Vocational Education, Chap. 13.

(14) Foundations of Vocational Education, Chap. 13.

Many of the technical skills acquired through military training are easily utilized in civilian occupations.

4. YMCA's and YWCA's: These associations offer a wide range of educational programs, a large portion devoted to increasing occupational competence (14).
5. Opportunities Industrialization Centers: These organizations, developed in the late fifties by blacks and for blacks, emphasize occupational training programs.
6. Professional and Trade Associations: Professional associations and associations of employers and employees offer occupational education programs.
7. Federal Government:* In addition to providing financial assistance for vocational programs in the public secondary and postsecondary schools, the Federal Government, as the nation's largest employer, also sponsors a variety of other training programs for nonprofessional occupations through regional, state or local agencies. These programs fall under the jurisdiction of the Department of Labor and include: vocational rehabilitation programs, Comprehensive Employment and Training Act (CETA) programs, anti-poverty programs (14).
8. Correctional Institutions: A significant manpower effort has been addressed to improving the offender's prospects for stable employment. In most cases programs

* See Classroom Activity 4 in Part III.

(14) Foundations of Vocational Education, Chap. 13.

provide varying combinations of education and training during and after imprisonment, work or study-release programs, and job placement assistance and counseling (24).

(24) Manpower Report of the President, 1973, Chap. 2. Also see (14) Foundations of Vocational Education, p. 48.

D. Study Activities

Based on your reading of the content outline and any additional references as suggested, complete the following activities.

1. Read chapters 10 and 11 in Evans, Foundations of Vocational Education. Then complete the following multiple-choice questions.

   a. In which of the following institutions does vocational education not exist?

      _____a. comprehensive high school
      _____b. community college
      _____c. elementary school
      _____d. technical institute

   b. Approximately what percentage of high school seniors are enrolled in the vocational curriculum?

      _____a. 25% of the males; 40-45% of the females
      _____b. 50% of the males; 50% of the females
      _____c. 25% of the males; 20% of the females
      _____d. 35-40% of the males; 10% of the females

   c. How much total student time in high school does the typical vocational program require for courses designed to prepare a student for a sizeable family of occupations?

      _____a. one-eighth
      _____b. one-fourth
      _____c. one-half
      _____d. two-thirds

d. In what occupational area is vocational education generally available in the secondary schools of the United States?

_____a. health
_____b. distribution
_____c. trades and industry
_____d. home economics

e. In what secondary school vocational program is enrollment the greatest?

_____a. health
_____b. agriculture
_____c. trades and industry
_____d. home economics

f. At what age does the largest number of students drop out of high school?

_____a. 14
_____b. 15
_____c. 16
_____d. 17

g. Separate secondary vocational schools are in highest proportion in what areas?

_____a. rural areas
_____b. suburbs
_____c. medium-sized cities
_____d. large cities

h. Which type of secondary school institution is most likely to offer the greatest variety of vocational education programs?

_____a. comprehensive high school
_____b. separate vocational school
_____c. parochial school
_____d. junior high school

i. In which educational institutions are vocational education programs most concentrated?

_____a. elementary schools
_____b. junior high schools
_____c. high schools
_____d. colleges and universities

j. Which type of postsecondary school institution is most likely to offer the greatest variety of vocational education programs?

_____a. community college
_____b. proprietary school
_____c. technical institute
_____d. university

k. Which of the following statements is most accurate in regard to the vocational programs of four-year colleges and universities?

_____a. Fewer and fewer colleges and universities are offering vocational programs each year.
_____b. More and more colleges and universities are offering vocational programs each year.
_____c. Colleges and universities have never offered vocational programs.
_____d. Colleges and universities offer the greatest variety of vocational programs at the postsecondary level.

1. In what postsecondary school vocational program is enrollment the greatest?

   _____a. business and commercial
   _____b. home economics
   _____c. agriculture
   _____d. distribution

2. After reading Chapters 10 and 11 in Evans, Foundations of Vocational Education, complete the following questions.

   a. Why does vocational education usually begin in high school?
   b. What are the three principal curricula offered in the high schools of the United States?
   c. "Vocational education is generally assumed to be a curriculum for males." From your knowledge of the characteristics of secondary and postsecondary vocational students, how valid is this statement? Explain your answer.
   d. If you were a state director of vocational education, would you recommend the maintenance or elimination of separate vocational high schools? Support your decision with specific arguments.
   e. What are the three principal curricula offered in the community colleges of the United States?
   f. Some technical educators believe that technical education is the only type of vocational education which should be permitted in the postsecondary school. What is the reasoning behind this argument?
   g. What is the difference between a community college and a technical institute?
   h. Why do adults generally prefer to enroll in an adult education course offered by a community college rather than in a similar course offered by a high school?

3. Read Part IV in Evans, Foundations of Vocational Education. Then complete the following questions.

   a. What difficulties do private vocational schools face in recruiting students?

b. "The concept of separate, parallel school systems is not dead in the United States." What does this statement mean to you? What trends in the country support this statement?

c. "If vocational education is to survive in the United States, it must support comprehensive high schools and community colleges." Explain this statement.

d. Some general educators and also some technical educators believe that vocational education should be postponed until after high school. They argue that vocational education programs for youth and adults should be conducted only in postsecondary institutions. How realistic do you think this viewpoint is? Support your response with specific arguments.

Goal 4.3

Content Outline	Activities-Resources

Goal 4.3: Understand, Analyze, and Summarize the Functions and Responsibilities of National, State, and Local Advisory Committees within the Organizational Structure of Vocational Education.

An independent system of national and state advisory councils was made part of VEA in 1968 to perform an oversight role.

A. Definition: An advisory committee is a group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs. The membership of the committee usually reflects a labor-management balance. Such committees can operate at the federal, state, and local levels and often function under names other than that of advisory committee (3).

(3) Vocational-Technical Terminology.

B. Role: The main purpose of the advisory committee is to be helpful in providing, maintaining, and improving vocational education programs. The committee provides advice and

assistance, not mandates. Their specific role is usually defined by the vocational administrator with whom they work. A few ways in which committees can be helpful are: (1) participation in bond issues or special tax levies; (2) participation in plan development; and (3) providing advice on a wide range of administrative practices including budgeting, accounting and school financing (5).

(5) The Philosophy for Quality Vocational Education Programs, pp. 69-98.

"Vocational education, perhaps more than any other type of educational program, requires close cooperation with the community. It prepares youth and adults to enter the labor force and supplies the means for upgrading their skills. Therefore, it must be evaluated and re-evaluated by persons engaged in the various occupational fields in order to be certain that its instruction is relevant.

The establishment of advisory committees is an efficient and logical way of providing this evaluation.

The potential of advisory committees cannot be over-estimated. The members are recognized and respected specialists in their fields, and their awareness of the needs of individuals and the community affords the educator a base for instituting and maintaining realistic programs" (1).

(1) The Advisory Committee and Vocational Education.

C. Historical Background.* The advisory committee concept grew out of the apprenticeship movement which, in turn, had its roots in the guilds formed during the Middle Ages.

"It has always been necessary for vocational educators, at the local, state, and national levels, to ascertain how many students the labor market could absorb and to know how, and if, the graduates were succeeding; and there has been official recognition of the value of advisory committees over a long period" (1). AVA cites a law covering vocational education in Indiana that dates back to 1913 and that contains a provision for local advisory committees.

Although the need for and the value of advisory committees was recognized early in the history of vocational education, such committees were not really used to advantage until the early forties. There is much speculation as to why this particular time led to an acceleration of this type of school-community cooperation. Some vocational educators feel that the pressures and emergency demands of World War II forced the two groups to work together and the results impressed the educator (1).

* See Classroom Activity 5 in Part III.

(1) The Advisory Committee and Vocational Education.

D. Study Activities

Based on your reading of the content outline and the information sheet provided, complete the following activities.

1. a. Are local, state, and national advisory committees required by law? If so, at which level are these committees required and what specific legislation requires them?

   b. What are the specific duties of a state advisory council?

   c. What role have national advisory committees played in the development of recent vocational education legislation?

   d. How many members make up the National Advisory Council on Vocational Education? What types of people are among the membership?

   e. What are the various types of local advisory committees and what is the general role of each type?

   f. What type of authority, if any, do advisory committees have?

   g. How effective has the National Advisory Council on Vocational Education been in getting action taken on its recommendations?

   h. According to Office of Education statistics, what type of people generally predominate state advisory councils?

   i. What is a basic problem facing local advisory committees?

NOW that you are almost finished with the module, take a moment to reflect upon what you have learned. What facets of vocational administration interest you the most? Are there some parts that you find confusing? What questions do you now have?

INFORMATION SHEET: LOCAL, STATE, AND NATIONAL ADVISORY COMMITTEES

Today, 37 states stipulate use of local advisory committees and, although their state plans carry no such requirements, 15 recommend that these groups be formed. Before any plans are initiated for a local advisory committee, it is imperative that school authorities familiarize themselves with all related information available from their state departments of vocational education.

Formation of state advisory councils has been provided for by the Vocational Amendments of 1968. In order to receive funds under the act, each state is required to establish a committee to perform the following functions:

1. Advise the state board on the development of policy matters arising in the administration of the state plan;
2. Evaluate programs, services and activities; and,
3. Submit to the Commissioner of Education and the National Advisory Council an annual report on the effectiveness of vocational education, with recommendations for such changes which may be warranted.

These councils are permitted to use federal funds to hire staff and make needed studies. For such purposes, the act authorizes a minimum of $50,000 per year, and a maximum of $150,000.

At least once a year, the state council must hold a meeting during which the general public is given an opportunity to express its views on vocational education.

National advisory groups have been responsible for presenting to the Congress recommendations which have shaped two of the most important pieces of vocational education legislation passed in recent years.

The President's Panel of Consultants on Vocational Education was appointed by President John F. Kennedy in 1961 and the subsequent study provided a framework for the Vocational Education Act of 1963. This act stipulated that an Advisory Council on Vocational Education be assembled periodically to review the nation's programs of vocational education and report its findings and recommendations.

Such a council was appointed November 22, 1966, and transmitted its report to Secretary of Health, Education, and Welfare John W. Gardner on December 11, 1967. Recommendations of this body were incorporated in the Vocational Education Amendments of 1968, which, in turn, call for creation of a National Advisory Council on Vocational Education, as well as state councils.

The law required that this 21 member national council meet at least four times a year and advise the U.S. Commissioner of Education concerning the administration and effectiveness of the broad new vocational education programs that are mandated by the legislation. The council will submit annual reports and recommendations to the Secretary of Health, Education, and Welfare for transmittal to the Congress. The council is also authorized to conduct independent evaluation of programs and to publish and distribute the results of these evaluations.

As specified by the amendments, the membership was to be drawn from certain categories. Guided in his selection by this regulation, President Johnson announced the appointments on January 18, 1969. They included persons familiar with: vocational education needs and the problems of management and labor; manpower problems and administration of manpower programs; administration of state and local vocational education programs; problems of the handicapped; problems of the disadvantaged; and, post-secondary and adult programs. Representatives of the general public were to comprise no less than one-third of the membership.

TYPES OF LOCAL ADVISORY COMMITTEES

As different types of advisory committees fulfill necessary functions at state and national levels, various kinds of groups meet the demands of local and area situations. Sometimes these committees are concerned only with program inauguration; sometimes they serve established programs on a long-term basis. Sometimes they advise on general topics; sometimes they are involved in a particular field or occupation or special phase of a particular field.

The groups which provide the consultation, advice and support for a program being initiated can be referred to as steering committees. As a steering committee, the group can conceive its role clearly as one of guiding and assisting in the process of translating an expression of community need into a program of vocational education.

The Utah Technical College at Salt Lake named an advisory committee as the first step in preparing its printing program. The members, largely representative of labor and management in the printing field, planned the curriculum and pledged support to the fledgling program. In addition, more than 200 persons served the school on various advisory committees. School officials state, "We consider them as vital to the operation and progress of our institution as the administration itself."

Usually, if a state's official educational plan requires that advisory committees be established before a new program is approved, members are commissioned to: (a) ascertain the interest of the community in vocational education; (b) assess the specific needs of the area; (c) set up standards for equipment and instruction; (d) review instructional content; and, (e) assist in the determination of selection criteria for pupils and teachers.

After the program has become well established, the group's role changes and school officials have an opportunity to restructure and realign the committee. This may bring about the formation of several specialized groups as well as an overall committee that seeks to maintain a balanced program that will meet as many of the community's occupational needs as possible.

Some of the various kinds of advisory committees which could function after the program has been established are: general advisory committee, departmental advisory committee, and committees for specific occupations. These committees may be called by other names. It is important that emphasis be placed on fitting the function to the need, and that the name become a natural consequence of that function.

General advisory committees assist in the development and maintenance of the entire vocational program of a school or a school district. The committee's membership is drawn from across the occupational spectrum represented in the program and often from other groups of interested and concerned laymen.

They identify the needs of individual and community; help assess labor market requirements; contribute to the establishment and maintenance of realistic and practical programs; participate in developing community understanding and support; aid in building the prestige of and respect for the entire program of occupational education; and, are concerned with long-range goals.

A general advisory committee may serve an area vocational center, a community or junior college, an entire school system, or a single school within the school system.

Whatever their area for service, the committee can make the influence of their enthusiasm and expertise felt in numerous ways. When Utah Technical College was involved in a campus building program, the original plan called for a 10-year, $10 million building development. During a meeting of the committee which acts as an advisory board to the administration, the question was raised as to why the project could not be completed in four years. The query was translated into the form of a resolution urging speedier construction. The news media conveyed the message to the community and "government officials and citizenry paid attention".

School officials attribute the public's response to the fact that the committee was composed of "some of Utah's most knowledgeable and influential people. They are men and women who know the community and its needs." Membership included factory managers, union leaders, a representative of Utah Manufacturers' Association, a fire chief, the state senate president, a woman active in civic work, the service manager of a large auto sales and repair firm, the state chemist, an official of the Utah Department of Employment Security, and several school superintendents.

Departmental advisory committees serve one occupational area in a vocational school or the vocational department of a comprehensive high school. In some cases, they can serve an entire school system. They assess programs according to local needs and suggest changes and additions for the curriculum.

In Illinois, more than 100 vocational agriculture departments have used advisory councils and approximately 250 committees have been involved. As an aid for advisory groups, the Board of Vocational Education and Rehabilitation of that state published a pamphlet on committee organization and use. Similar booklets have been produced by other states, also.

Such encouragement by a state, and the resultant interaction, benefits the local educator and often is a success factor in both state and local situations. Nevada reports: "The network of advisory committees used by each vocational education service on the local and state levels serves as a valuable ally to the state vocational and technical education program."

Sometimes an advisory committee is formed in connection with a state sponsored short-term activity and continues to operate in the local situation on a long-term basis. Virginia officials report that the most successful results regarding the state distributive education advisory committees have been at the local level and primarily in the adult program. "The kick-off point is usually in conjunction with organizing the Small Business Management Institute in a community. The idea is that the advisory committee that is formed will continue to function after the institute is completed and will develop a continuing distributive education community adult program."

Advisory committees for specific occupations are concerned with the content and experiences involved in a specific occupation such as food merchandising, child care, ornamental horticulture, or carpentry.

Members often are instrumental in providing materials and supplies at reduced cost or without charge. A western school was able to obtain all the steel needed for its welding classes after arrangements were made by members of the welding advisory committee. The same school reported that the advisory committee for auto trades shared in the accomplishment of acquiring $10,000 worth of new automotive equipment from local dealers.

Committee members have even arranged for land to be donated to schools. The property surrounding Dade County's (Florida) aviation school was donated by an airline. The president of the firm was an advisory committee member. The aviation industry also arranged for the school to receive several hundred thousand dollars worth of equipment such as up-to-date jet engines, as well as complete airplanes. School officials state that they are convinced that this "would never have happened without the close working relationship of the aviation industry through (its) advisory committee."

FUNCTIONS

The functions of the local advisory committee can best be established by stating first what the group is not to do. The numerous provinces which invite participation outweigh the areas closed to committee operation and prevent this approach from being negative.

The duties of the advisory committee should extend beyond giving advice, but the members have neither legislative nor administrative authority.

Formation of these committees is not intended to usurp the prerogatives of the boards of education or of administrative staffs, but occasionally such fears are articulated. Because the approval and support of the board and staff members are vital, they must be assured that, while the danger is present and some advisory committees have tried to move in that direction, the barriers will be firmly placed. A recital of proposed guidelines should convince them that the administrative and legislative boundaries would not be crossed.

After the two restricted fields of operation have been identified to the committee, it is up to the educators and the members to work out how they can best work together to initiate and improve vocational education programs. The areas of assistance are so numerous that imaginative and enterprising laymen and educators are continuing to find new ways in which the committee members might serve.

Therefore, it would be stifling to discuss advisory committee functions in a definitive and final manner. It would appear more reasonable to describe the major charges in order that the educator may have some loose guidelines, but underscore the fact that this, by design and practicality, is not meant to be an inflexible blueprint.

OCCUPATIONAL SURVEYS

First of all, advisory committees should advise the school administration on the types of offerings required to satisfy the preparatory as well as the retraining and upgrading needs of the individuals of the community. In order to do this effectively, the committee must have more to draw upon than the experience and background of its members. An occupational survey can supplement this knowledge.

As preparations are begun for the project, advisory committees can focus survey directions by helping to identify the type of data to be gathered. They also can be instrumental in gaining public support and can contribute to a climate which would result in favorable community reaction.

The surveys are usually designed to obtain the following type of information:

1. The number of people in a geographic area currently employed in a given occupation, and the additional members needed currently and through the next (usually) five years.
2. The occupation(s) in greatest demand.
3. The jobs within an occupation in which training is needed.
4. The number of graduates from school occupational education programs who might be accepted for employment in a community.
5. The interest of young people and adults in training for selected occupations.
6. The need for supplemental training for people already employed.
7. New areas in which school preparatory or upgrading education and training are needed.
8. Which school programs should be expanded,....discontinued, or established.
9. The education and training requirements of the occupation, job or industry which can be met by a school program.

As the survey results are studies, labor standards must be considered and manpower projections viewed from numerous angles. For example, Burt states:

> It is quite possible that the vacancies in a particular occupational area might reflect extremely rapid turnover rates owing to low wages, poor working conditions, low advancement opportunity, or a combination of these factors.....

> Employer projections of manpower needs in (some) occupational fields are high, but is there not a responsibility on the part of vocational educational officials in the public school systems to consider the implications involved in providing a continuing supply of trained manpower to fill the vacancies in an industry with prevalent poor working conditions or low wages?

National leaders who framed the Vocational Education Act of 1963 saw the vital role that data about manpower needs could play. A section of that law provided for employment offices and educators to enter into a "cooperative arrangement" in order that this information might be exchanged. The Vocational Education Amendments of 1968 authorize $5 million a year for "national, regional, state and local studies and projections of manpower needs for use and guidance of federal, state and local officials, and of advisory councils....."

The increased mobility of the population adds to the significance of national and state studies for the local committees and school authorities. Since 1947, records have been kept regarding the number of people in the United States who move. Statistics show that each year approximately six and one half percent of the population, or about 12 million people, make a move which carries them across county or state lines. This mobility complicates the local committees' task but it is important that they neither ignore nor be unaware of what is happening on national, regional, and state levels.

VERIFICATION OF COURSE CONTENT

Another concern of the committee should be the establishment of practices which will keep instruction practical and functional. In order to keep programs realistic committees should take an active part in verifying course content since members have the essential, specialized knowledge of the work. Representatives of the fields for which instruction is to be provided must be consulted regarding the skills, instructional materials, equipment, standards for production work or service provided, and instructional content. All phases of training should be reviewed periodically in order to keep them occupationally oriented and up-to-date.

An advisory committee can help determine whether or not the vocational education offered is compatible with life situations. It can help keep public schools from drifting away from reality. Sometimes, these groups bear down on the educator and make their points in emphatic ways. The mature working relationship which can be established between committee and educator takes into consideration the emphasis of conviction and derives from these sessions the benefits of advice from men and women who refuse to act as rubber stamps. After a day long meeting with his state advisory council, a state director for an eastern state said, "It was rugged but it was worth every minute of it."

The maintenance of program realism will, of course, be noted by employers and prospective employers. When they realize that the programs have been guided from the beginning by advisory committees, they are usually more willing to accept the graduates. While not involved primarily in individual placement, committees can aid in locating jobs.

The encouragement and stimulation offered the individual teacher is another reason to advocate committee activity. A young teacher can be helped as he begins his career and an older teacher's outlook refreshed and divorced from routine presentation of his subject. One young agriculture teacher in rural Texas began to seek members for his advisory committee shortly after his program was initiated. "I was new in the community and the program was new in the community," he recounted. "I thought the best and quickest way to have the program accepted was to involve leading farmers and ranchers from the area on an advisory committee. Those old boys knew what they were doing and they gave me a lot of help---and kept me from making a lot of mistakes." The teacher could feel isolated without an active advisory committee, especially if he were the only member of a vocational department.

A coordinator of a business and office program in a Virginia high school works closely with advisory committees and strengthened an area of instruction as a result of a comment made during a break for coffee at one of the sessions. A member of the committee, an executive in a large insurance company, remarked that his employees spent more man-hours looking for material than performing any other one operation. The discussion about the vital effect of proper filing was carried back into the meeting. Today, graduates of this program are considered by employers in the community to take exceptional pride in establishing and maintaining files.

Although members of a committee are not involved directly in hiring teachers, they should be encouraged to make recommendations and these views should be considered carefully. They frequently can suggest occupationally qualified individuals who are capable of handling short-unit, intensive courses, and who possess characteristics essential for effective teaching.

SUPPORT FOR PROPOSED LEGISLATION

Apart from the direct involvement with the programs, the committee members are invaluable as they support educators in the important area of legislation and appropriations.

Often, advisory committees have backed school administrations in requests for appropriations. Members have appeared at public hearings to support school budget proposals and have spoken before civic groups in the interest of improved vocational education. They have assumed the task of acquainting the citizens of their communities with the needs of the school, and have thus helped to win justified appropriation requests.

In a larger area, advisory committees can have an influence upon legislation at the state and national levels. The organizations to which the members belong can be powerful friends of vocational education. When members of manufacturers' associations, service clubs, unions, and other civic groups understand the objectives and needs of a school program, they are more likely to support the necessary legislation--and with perception and enthusiasm.

Wrapup Activity

NOTE: To meet the basic requirements of this module, select one of the following activities and complete it as directed. If you wish to gain additional credit beyond the basic requirements, you may choose a second activity to complete. Consult with your instructor first if you wish additional credit.

1. "Private vocational schools have been generally ignored--except by students attending the schools and by employers who have hired their graduates. This non-recognition has somewhat limited the growth of the profit-seeking schools; and it could only be highly speculative to estimate the extent to which this has stimulated the schools' administrators to develop distinctive courses and student bodies... As a further effect of this general disregard, proprietary schools and their programs have assumed virtually mythical proportions in the public mind. Myths are necessarily pervaded with unknowns, and this certainly characterizes the private vocational schools." (p. 5, Belitsky, A. Harvey. Private Vocational Schools and Their Students: Limited Objectives, Unlimited Opportunities. Cambridge, Mass.: Schenkman Publishing Co., 1969.)

   The purpose of this activity is to give you an opportunity to discover some of the unknowns of private vocational schools. You are to locate a number of current articles (dated 1970 or later) and to develop and annotate a bibliography of ten articles. Both popular magazines and professional journals may provide you with relevant materials. Possible sources of information include:

   Changing Times
   Good Housekeeping
   Newsweek
   Mechanics Illustrated
   Intellect
   American Education
   Vocational Guidance Quarterly
   Educational Research
   Journal of Industrial Teacher Education
   New School of Education Journal
   Manpower

2. The purpose of this activity is to give you an opportunity to determine the efficiency and effectiveness of the administrative organization for vocational education at your local school district level. Base your efficiency/effectiveness ratings on the list of rating factors established by Wright and Allen in 1929. (See the Strong article, "Administration and Supervision," in The Philosophy for Quality Vocational Education Programs.) To obtain the necessary information, you might interview the local vocational director and/or some members of the staff. Write a 4-5 page paper summarizing your findings.

3. In 1969 the National Advisory Council on Vocational Education recommended that the federal administrative organization for vocational education be overhauled to permit the Federal Government to exercise leadership in vocational education as well as in manpower training. "There is a reason why the Federal Government is more effective in responding to the crisis of the pool of unemployed than in reducing the flow of untrained youth into that pool. That reason is that the Assistant Secretary of Labor for Manpower is two doors removed from the President, while the Associate Commissioner for Adult, Vocational and Library Programs* is five doors removed from the President. There is no more dramatic example in the Federal Government of how national objectives are obstructed by a badly designed administrative organization."

   "We favor a separate Department of Education, for only in that way will Education speak in concert with Labor to meet the critical needs of the country for vocational and technical education as career preparation. Until that organization is achieved, we recommend that the

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* The title of this position as of December 1974 is Associate Commissioner for Adult, Vocational, Technical, and Manpower Education.

position responsible for vocational education in the Office of Education parallel as nearly as possible the position responsible for manpower training in the Department of Labor."

The purpose of this activity is to give you the opportunity to consider alternative organizations for the administration of vocational education at the federal level that would allow the Federal Government to exercise leadership in vocational education. The National Advisory Council on Vocational Education has suggested one alternative organization. Other alternative organizations have been cited in the Recommended Materials. Compile a list of these alternative organizations and any other organizations that you might discover in the literature. List the advantages and disadvantages for each of these organizations. Then select the one organization that you think would provide vocational education with the greatest clout at the federal level. Explain the reasons for your selection.

Part III:

Group and Classroom Activities

PART III
GROUP AND CLASSROOM ACTIVITIES

Classroom Activities

NOTE: The following activities are designed for use in the classroom to stimulate discussion on specific topics covered in this module. The activities are designed for use following student self-study; however, depending on the background and abilities of students, these activities may not require previous self-study. All classroom activities are keyed to the content outline to indicate an appropriate point for participation.

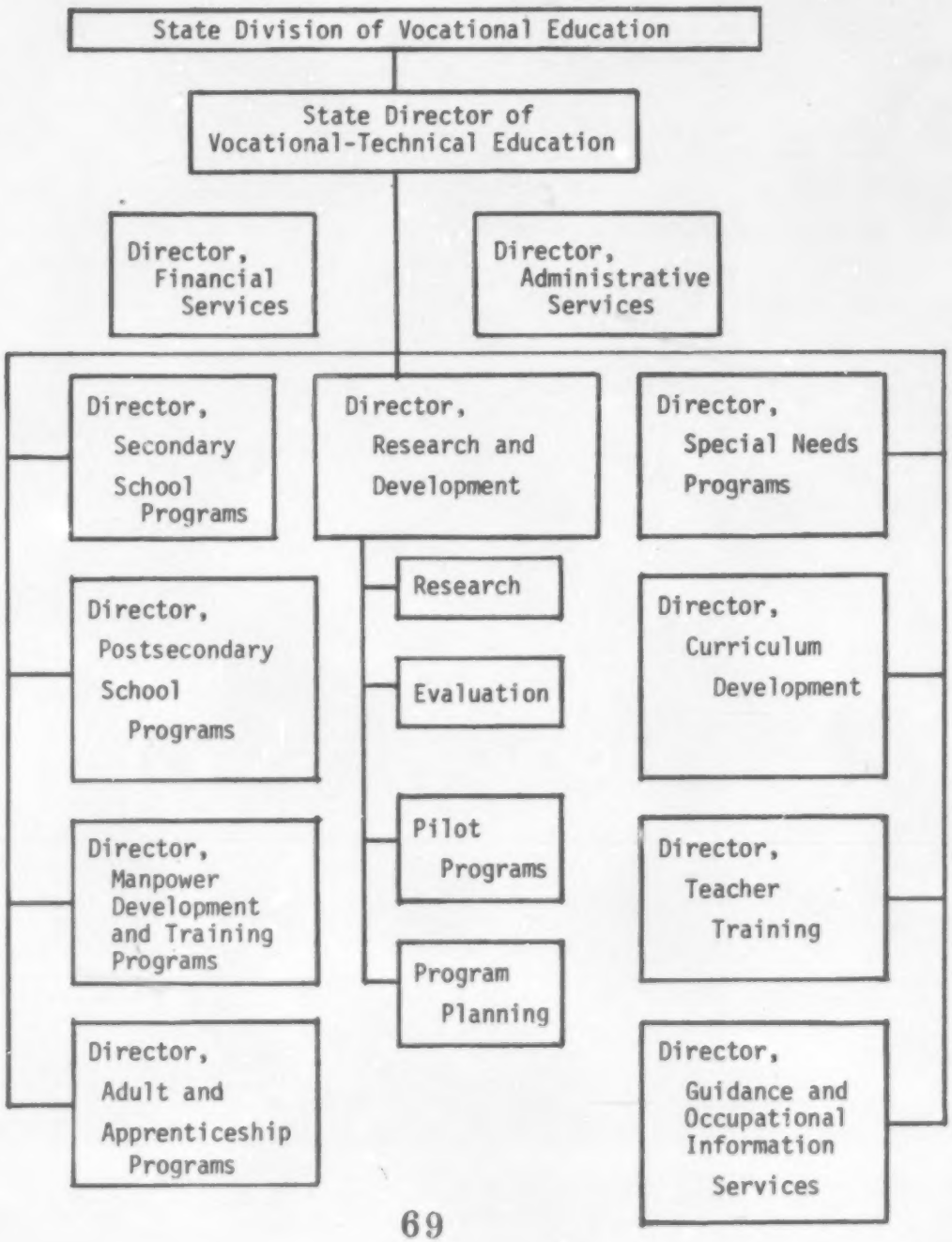
1. The diagram on the following page shows one of a number of possible organizational patterns for the administration of vocational education at the state level. This particular plan illustrates recent trends in organizing for the administration of vocational education. Using this diagram, discuss the following questions:
   a. Under which division or director would one find home economics education? Distributive education? Cooperative education? Cooperative education Coop G programs?

      Coop G programs fall under the division for Special Needs. The others fall under Secondary School Programs.

   b. How does the pattern in this diagram compare to your state's organizational chart?
   c. What committee traditional to vocational education has been omitted from this diagram? What reasons might be given for this deletion?

      The advisory committee is not illustrated on the chart. Its probable relationship to state administrative organization usually shows a line relationship to the state director.

AN ORGANIZATIONAL CHART ILLUSTRATING RECENT TRENDS IN STATE PATTERNS FOR ADMINISTRATION OF VOCATIONAL EDUCATION (20).



2. Use the following situation and related questions as an opportunity to stimulate discussion on the subject or as an opportunity to establish a roleplaying situation. If you select the roleplaying approach, five students should take the role of the school board and two students should be the vocational education authorities from the state office. The "school board" and "state authorities" should discuss the questions. Following the roleplaying situation, the class should critique the discussion.

Situation: A school district is interested in developing a vocational program as part of a new comprehensive high school in the district. The new high school will replace a condemned "city center" high school and will serve the total school district's vocational education needs. There are four other high schools in the district with a total high school enrollment of 7,500 students (grades 9-12).

Before committing the district to a vocational program, the school board has invited members of the staff of the State Director of Vocational Education to meet with the board. The board is interested in answers to the following questions:

a. Are vocational education programs more costly than regular programs? What are the reasons for these cost differences? Why should a vocational class cost more than an English class?

Considerations might include:
(1) differences in needed equipment;
(2) difference in class size;
(3) differences in philosophy and functions such as placement and follow-up;
(4) Vocational education programs have high costs over a short period of time while pre-college and professional college programs have medium costs twice to four times the amount of time. In other words, vocational education programs may cost less on a per pupil, per instructional hour basis if one computes the number of instructional hours from enrollment to employment. For more elaboration on this concept, please see reference (5), page 53.

b. If we follow the state plan and meet all of your requirements, will we receive financial assistance above that normally received for all our programs from the state? What is the source of these funds? Will they cover all of the costs, making our vocational education program free to our students?

Considerations might include:
(1) the state formula for distribution of all educational funds;
(2) the principle of matching funds on a 50% basis between federal and state;
(3) the state formula and policy in distribution of vocational funds to local education agencies;
(4) the implications of "seed money" and reimbursement practices.

c. What types of fiscal support might we reasonably expect in the future and how is it obtained?

Considerations might include:
(1) demonstrated vocational training needs within the community;
(2) demonstrated need for special vocational education programs;
(3) appropriate applications for funds;
(4) state distribution practices.

3. The class should divide into small groups so that a number of different solutions to the following school district problem can be developed. Each group should be permitted to develop its own solution and report to the class. The class, as a whole, should discuss the different solutions presented.

Problem: The Lincoln School District has just completed a study of their secondary education program, coupled with a follow-up study of their graduates. The study reveals the following:

a. 40% of Lincoln District's high school graduates continue their education in a four-year college or university. 20% of those students going on to a four-year college drop out during or after the freshman year. Another 25% of those students entering college after high school graduation drop out before completing their senior year.

b. The three major programs of Lincoln District's high schools--college preparatory, general education, and vocational education--have the following enrollment and college statistics: (1) 40% of the students are enrolled in college preparatory, 40% in general education, and 20% in vocational education; (2) 60% of college preparatory graduates and 25% of general and vocational graduates continue their education in college; (3) 40% of the graduates end their education with high school and without a saleable skill.

Unemployment is very high for high school graduates. Those without a saleable skill and not continuing their education in college have the greatest employment problem. The school district is looking for alternative programs to provide a high school education directed toward all the educational needs of the students.

Assignment

a. Identify ways in which the existing program within the three principal curricula can be improved.

> Example: Develop cooperative after-school programs with business and industry to provide some skills for general and college preparatory students.

b. Identify a new curricular program which better meets the needs of Lincoln District high school students.

> Example: Eliminate the three traditional curricula and establish a single career education program that combines general education and the world of work.

c. Identify the problems associated with the guidance and placement programs.

> Example: Provide more information and greater exposure to community college programs, military training programs and employment needs in the community. For more ideas on this topic, please see Part IV of reference (14).

4. Describe different types of postsecondary vocational education programs, including both public and private programs.

> Example: community college programs, apprenticeship programs.

Using this list of programs, select the ones which will most likely grow in the future. Class members identifying a "growth program" should justify their answers. The discussion should end when the class has some agreement on the "successful programs of the future."

5. A number of vocational education programs or situations are described below. Each program is considering the use of an advisory committee. For each program or situation, identify:

a. several of the functions an advisory committee might serve.

> Example: Assist in interpreting developments in the economy and therefore the educational needs of the community to be served; assist in identifying employment patterns; play an important public relations role by representing and informing the business community. For more ideas on this topic, please see Chapter 7 of reference (21).

b. the people who should be appointed to the committee. Consider the kind of advisory committee needed--general advisory committee, occupational or craft advisory committee, joint apprenticeship committee; consider membership of the committee

in terms of representation from business and industry, management and labor.

Program: Last week a school district's Board of Education authorized the addition of an automotive program to their high school offerings of vocational education. The program will involve constructing a special automotive facility on one of the four high school campuses. Interested students from any of the four high schools will be able to attend on a half-day basis as soon as facilities are completed and a staff hired.

At present, the vocational director has not hired an automotive teacher or made any plans for the new program. The first step is to appoint an advisory committee.

Program: A high school office practices program has noted a gradual increase in the number of students taking an introductory course in typing, shorthand, or office machine operation. However, the number of students taking additional vocational courses or entering the office practices program as vocational majors has decreased steadily. This decrease exists despite a growing local need for trained office personnel.

The vocational director notices that the program has no type of cooperative program or other contact with business or industry, no placement program, and the faculty shows a general lethargy towards curriculum changes. He plans to consult the advisory committee in regard to these problems.

Situation: A school district situated in a wealthy community has never had a vocational education program. Lately, a group of citizens has been critical about this fact and has urged the district to consider establishing a vocational education program.

A number of major industries exist in the district, including a major computer corporation, a space research agency, and an electronics firm specializing in solid state electronics. In addition, there are two hospitals, numerous offices, stores, banks, etc.

The board decides to appoint an advisory committee to provide recommendations for the district.

Activities for Additional Credit

NOTE: These activities are designed for the student who wishes to obtain additional credit beyond the basic requirements of this module. You may choose to write a paper on one of these activities, or discuss the activity with the instructor, or you may select some other method to complete the activity.

1. Develop an organization chart for the administration of vocational education for:

   a. your state, and
   b. your local school district.

2. Study the status given to vocational education since it has been a responsibility of the Secretary of Health, Education, and Welfare. How does it compare with the status of vocational education prior to that time? Elaborate on this issue.

3. Determine the hierarchal position of the state director of vocational education in your state. Do you see any relation between the strength of the vocational education program in the state and the position of the state director? Elaborate.

4. Determine the hierarchal position of the chief vocational education person at your local school district level. Do you see any relation between this hierarchal position and the respect that the local school district administration has for vocational education? Elaborate.

5. Obtain the latest organization chart for USOE. How would you describe the current status of vocational education?

6. Develop a list of specific qualifications for a local or state director of vocational education, based on some review of the literature and on your state plan for vocational education. Then compare this list of qualifications with the qualifications of the individual holding the position of local or state director of vocational education in your local school district or state. What conclusions can you draw, if any?

7. Determine the advantages of complete state financing for vocational education. Is such a system feasible? What would be the disadvantages of such a system?

8. Speculate on the growth of advisory committees in the early forties. Why did this particular time lead to an acceleration of school-community cooperation? Elaborate.

Discussion Questions

A. How do the state responsibilities for administration of vocational education compare to state responsibilities for administration of general education? (A student or instructor from an educational administration department would be able to help present such information.)

B. As a vocational educator, how much leadership have you experienced at the state level? What has been the quality of that leadership?

C. What are specific program differences between "vocational home economics" and "consumer home economics"? For which occupations is a person trained in vocational home economics? (A home economics student or instructor would be able to provide valuable information.)

D. What exemplary programs or projects are currently in operation in your state? (Information pertaining to exemplary programs can be obtained through the occupational division of the state department of education or through the local director of vocational education.)

Part IV:

Student Self-Check

PART IV
STUDENT SELF-CHECK

GOAL 4.1

1. What was the first federal agency concerned with the administration of vocational education? (4.11)

2. How does the prestige and organizational status of the first federal agency for the administration of vocational education compare with that of the present federal agency in charge of vocational education administration? (4.12)

3. How many years has the Federal Government been involved in vocational education as of 1975? (4.13)

4. What organizations are responsible for the administration of vocational education at the federal, state, and local levels? List the organization responsible at each level. (4.14)

5. What administrative level--federal, state, or local--is legally responsible for vocational education? (4.15)

6. In the United States, several organizational patterns exist for the administration of vocational education at the state level. Considering these patterns, what is the highest hierarchal position for a state director of vocational education? (4.16)

7. How have state divisions of vocational education traditionally been organized? How has recent federal legislation for vocational education affected this traditional organizational pattern? (4.17)

8. What requirements does the Vocational Education Act of 1963 impose regarding the composition of a state board for vocational education? (4.18)

9. What is the most common method of recruiting members for a state board for vocational education? (4.19)

_____a. by popular vote
_____b. by vote of the legislature
_____c. by appointment by the governor
_____d. Board members are ex officio.

10. What is the typical organizational pattern for the administration of vocational education at the local level? (4.110)

_____a. The local vocational director reports to the director of secondary education.
_____b. The local vocational director reports to the assistant superintendent for secondary education.
_____c. The local vocational director reports directly to the superintendent of schools.
_____d. The local vocational director reports to the assistant superintendent for instruction.

11. What is the fourfold purpose of federal funding for vocational education? (4.111)

12. The first federal funding of vocational education programs was provided primarily for which occupational categories? (4.112)

_____a. agriculture and home economics
_____b. distributive and office
_____c. agriculture and health
_____d. trades and industry and technical

13. Which legislation marked the turning point for increased federal funding of vocational education? (4.113)

_____a. Vocational Education Amendments of 1968
_____b. Vocational Education Act of 1963
_____c. George-Barden Act of 1946
_____d. Smith-Hughes Act of 1917

14. What is the ratio of federal-to-state funds required by the Vocational Education Act, part B, for states to be eligible for federal funding? (4.114)

_____a. 20:80
_____b. 40:60
_____c. 50:50
_____d. 70:30

15. What are the three basic requirements a state must meet to obtain federal funding for vocational education? (4.115)

16. What is the purpose of a state plan for vocational education? (4.116)

17. What are three specific planning requirements of the Vocational Education Amendments of 1968 for local educational agencies applying for federal funds? (4.117)

18. What is a general principle of financing vocational education that was established by early federal legislation? (4.118)

19. What three general principles of vocational education administration that have persisted throughout the years were established by early federal legislation? (4.119)

GOAL 4.2

20. Which of the following institutions does not provide a vocational education program? (4.21) (4.22)

    _____a. comprehensive high school
    _____b. elementary school
    _____c. technical institute
    _____d. community college

21. "Vocational education is generally assumed to be a curriculum for males." Do current enrollment statistics for secondary and post-secondary schools support this assumption? Briefly explain your answer. (4.23)

22. In what secondary school vocational program is enrollment the greatest? (4.24)

    _____a. agriculture
    _____b. home economics
    _____c. trades and industry
    _____d. health

23. In what postsecondary school vocational program is enrollment the greatest? (4.24)

    _____a. home economics
    _____b. agriculture
    _____c. distribution
    _____d. business and commercial

24. In which type of educational institution are vocational education programs most concentrated? (4.25)

    _____a. elementary school
    _____b. junior high school
    _____c. high school
    _____d. college and university

25. Which type of secondary school institution is most likely to offer the greatest variety of vocational education programs? (4.26)

_____a. separate vocational high school
_____b. comprehensive high school
_____c. junior high school
_____d. parochial school

26. Which type of postsecondary school institution is most likely to offer the greatest variety of vocational education programs? (4.26)

_____a. proprietary school
_____b. community college
_____c. university
_____d. technical institute

27. What are two reasons why vocational education usually begins in high school? (4.27)

28. What are the three principal curricula offered in the high schools of the United States? What are the three principal curricula offered in the community colleges of the United States? (4.28)

29. What are the basic arguments for and against the maintenance of separate vocational high schools? Provide one argument "for" and one argument "against." (4.29)

30. What is the major difficulty of private vocational schools in recruiting students? (4.210)

GOAL 4.3

31. What are the legislative requirements, if any, for local, state, and national advisory committees? (4.31)

32. What role have national advisory committees played in the development of recent vocational education legislation? (4.32)

33. How many members make up the National Advisory Council on Vocational Education? What types of people are among the membership? (4.33)

34. What are three specific duties of a state advisory council? (4.34)

35. What are three types of local advisory committees and what is the general role of each type? (4.35)

Part V:

Appendices

PART V

APPENDICES

Appendix A:

Possible Study Activity Responses

GOAL 4.1

1. a. Smith-Hughes Act of 1917

   b. Federal Board for Vocational Education

   c. At this time USOE was an insignificant department of the Federal Government. Some vocational educators felt this new organization would subordinate the issues of vocational education and ultimately cause the end of direct involvement by the Federal Government in vocational education.

   d. Prestige and status are considerably less under the present system if these values are determined by proximity and line relationship to the Office of The President of the United States. (See pages 3 and 5 in Vocational Education: Today and Tomorrow.)

   e. VEND demonstrated a massive program for vocational training with significance for national defense through joint efforts of the federal government, state divisions of vocational education and the public schools.

   f. - Provided increase in funds
      - Broadened categorical fund appropriations
      - Provided a national commitment of joint support (federal and state) for vocational education programs

g. As of 1975, the Federal Government has been involved for 58 years in vocational education. This began with the Smith-Hughes Act of 1917.

h. - Required designation of a state board for vocational education
- Required annual submission of a state plan for vocational education
- Required appointment of a state director of vocational education

i. Highest position - state director is subordinate to the chief state school officer
Lowest position - state director reports to the assistant state superintendent with at least two other staff members having superior positions

j. Advantage - the state director who reports to the State Board for Vocational Education is often more able to influence policy making.
Disadvantage - indications are that programs administered by a state director who reports to a state board experience less total program growth and show higher operational expenditures per pupil

k. The chief state school officer

l. In the past, state level organization has been based on occupational categories. More recently, state administrative organization is reflected in patterns showing polarization around levels of instruction and general functions.

m. A pattern where the local director of vocational education reports to an assistant superintendent for secondary instruction.

n. - Recruitment and selection of teachers
- Budgeting, planning, and evaluation of total program
- Evaluation and supervision of instruction
- Management of supplies, equipment and facilities
- Liaison with business, industry, labor and state leaders

2. a. b
   b. d
   c. (no designated answer)
   d. (no designated answer)
   e. a
   f. (no designated answer)
   g. c

3. a. c
   b. d
   c. c
   d. b
   e. a
   f. c

4. a. Commitment on the part of vocational administrators is beyond that expected by administrators of the more "coveted" academic programs. This is often due to the difficulty of encouraging the acceptance of vocational education programs in the "academic community" and in the community at large. Another unique characteristic is the influence of federal legislation and policy on the administration of vocational education.

   b. Massachusetts established the first state program of public vocational education after exposure to the recommendations of the Douglas Commission. Their report was directly related to the economic and social problems of the early 1900s.

   c. - Vocational education must be a response to identified needs.
   - Overall policy for vocational education is established through federal legislation.
   - Vocational education must maintain a federal-state cooperative relationship.
   - Legal boundaries for program administration have been established by the Federal Government through legislation.

   d. The local school district board is responsible for having a committee within the board to keep informed and make recommendations to the total board on vocational and technical education.

e. - develop applications in consultation with representatives of the educational and training resources available to the area to be served by the applicant
- provide programs which will make progress toward preparing participating persons for a career
- include assurances of adequate planning to meet the vocational education needs of potential students in the area to be served

f. Vocational education facilities are directly related to the quality of the program.

g. the state level

h. The state plan provides an agreement of cooperation between federal and state administration and is the contract under which the director must administer the program. It also provides a planning document in three sections: administrative provisions, long-range program plan, and annual program plan.

i. by election or by appointment of the governor

j. Membership must have persons familiar with vocational education needs of business, management and labor, persons representative of junior colleges or technical institutes or technical education.

k. Every dollar of federal money should be matched by at least one dollar of state and/or local money.

GOAL 4.2

1.	a. c	f. c		k. b	
	b. a	g. d		l. a	
	c. b	h. a			
	d. b	i. c			
	e. d	j. c			

2. a. Vocational education is understood by most educators to be highly specialized and not appropriate to the general education programs of elementary and junior high schools. Also it is felt that vocational education is best offered in close proximity to the time a person will use this education in employment.

b. - college preparatory
- general education
- vocational education

c. Enrollments in technical and distribution fields are predominantly male; office occupations and home economics, predominantly female. Programs working toward sex integration in all areas are nearly non-existent.

d. The following items might be taken into consideration in your answer: cost, dropout rates, community needs, nature of the population.

e. - vocational education
- college transfer education
- terminal general education

f. There is a belief that this is a "higher level" of education more appropriate to a postsecondary institution. All general education should be taken care of and completed at the high school level.

g. A technical institute does not offer a college transfer program or a general education program.

h. The "status" implications favor the community college.

3. a. The major difficulty in recruiting students for private vocational schools is high cost in a number of different areas, including advertising and unpaid student tuition.

b. You might consider the apparent success of private vocational schools in your answer. Information regarding "Job Corps" would also be relevant.

c. You might consider the following concepts in your answer:
- employment needs and projections. Right now the need for workers in technical fields is greatest.
- unemployment problems. The highest level of unemployment in the United States is among teenagers.
- emerging careers. Education for change becomes increasingly important.
- administration requirements for vocational education. Funding for vocational education requires meeting the needs of many different kinds of individuals.

d. You might consider the following factors in your answer:
- enrollment statistics in vocational education.
- manpower needs of the community and nation as a whole.
- socio-economic conditions and their probable causes.
- follow-up studies on dropouts.

GOAL 4.3

1. a. Advisory committees are required at the national and state levels by the 1968 Amendments.

b. - advise the state board on the development of policy matters arising in the administration of the state plan;
- evaluate programs, services, and activities;
- submit to the Commissioner of Education and the National Advisory Council an annual report on the effectiveness of vocational education with recommendations which may be warranted.

c. National advisory committees have been responsible for presenting to the Congress recommendations which have shaped two of the most important pieces of vocational education legislation passed in recent years.

The Panel of Consultants on Vocational Education (appointed in 1961) conducted a study which provided the framework for the Vocational Education Act of 1963.

The ad hoc Advisory Council on Vocational Education (appointed in 1966) conducted a study which provided the framework for the Vocational Education Amendments of 1968.

d. The National Advisory Council on Vocational Education is composed of 21 members. Membership includes persons familiar with: vocational education needs and the problems of management and labor; manpower problems and administration of manpower programs; administration of state and local vocational education programs; problems of the handicapped and disadvantaged; postsecondary and adult programs. Representatives of the general public.

e. General advisory committee: Assists in the development and maintenance of the entire vocational program of a school or a school district.

Departmental advisory committee: Serves one occupational area in a vocational school or the vocational department of a comprehensive high school, assessing programs according to local needs and suggesting changes and additions to the curriculum.

Occupational advisory committee: Concerned with the content and experiences involved in a specific occupation.

f. The advisory committee provides advice, assistance and evaluation. It does not exercise authority.

g. The Council has only limited success in convincing OE to take actions on its recommendations.

h. educators

i. Problems facing advisory committees include: a lack of guidance; communication and coordination; lack of appropriate representation.

Appendix B:
Possible Self-Check Responses

GOAL 4.1

1. What was the first federal agency concerned with the administration of vocational education? (4.11)

   Federal Board for Vocational Education

2. How does the prestige and organizational status of the first federal agency for the administration of vocational education compare with that of the present federal agency in charge of vocational education administration? (4.12)

   The Federal Board for Vocational Education, the first federal agency concerned with the administration of vocational education, was a very prestigious body. It was an independent agency and, as such, technically reported directly to the President of the United States. Three cabinet members served on the Board, and the three other members were appointed by the President with the advice and consent of the Senate. The top vocational education officer held a hierarchal position at a third level to the President.

   The prestige and organizational status of vocational education has diminished with the disappearance of the Federal Board. The U.S. Office of Education, a division of the Department of Health, Education, and Welfare is currently responsible for the administration of vocational education. The top vocational officer resides in the Division of Vocational and Technical Education, a division within another division of USOE.

3. How many years has the Federal Government been involved in vocational education as of 1975? (4.13)

   58 years

4. What organizations are responsible for the administration of vocational education at the federal, state, and local levels? List the organization responsible at each level. (4.14)

   Federal: United States Office of Education (or BOAE)

   State: State Board for Vocational Education

   Local: local school district Board of Education

5. What administrative level--federal, state, or local--is legally responsible for vocational education? (4.15)

   The legal responsibility for education rests at the state level.

6. In the United States, several organizational patterns exist for the administration of vocational education at the state level. Considering these patterns, what is the highest hierarchal position for a state director of vocational education? (4.16)

   The highest hierarchal position for a state director of vocational education is when he/she reports directly to the state board for vocational education.

7. How have state divisions of vocational education traditionally been organized? How has recent federal legislation for vocational education affected this traditional organizational pattern? (4.17)

State divisions of vocational education have traditionally been organized according to occupational categories. Recent federal legislation for vocational education has removed the traditional occupational categories and, therefore, has acted as an impetus for the development of different organizational patterns. Recent patterns are organized around levels of instruction and general functions rather than occupational categories.

8. What requirements does the Vocational Education Act of 1963 impose regarding the composition of a state board for vocational education? (4.18)

The Vocational Education Act of 1963 mandated that the state board for vocational education have among its membership persons familiar with the vocational education needs of management and labor, a person or persons representative of junior colleges, technical institutes or technical education.

9. What is the most common method of recruiting members for a state board for vocational education? (4.19)

_____a. by popular vote

_____b. by vote of the legislature

__X__c. by appointment by the governor

_____d. Board members are ex officio.

10. What is the typical organizational pattern for the administration of vocational education at the local level? (4.110)

_____a. The local vocational director reports to the director of secondary education.

__X__b. The local vocational director reports to the assistant superintendent for secondary education.

_____c. The local vocational director reports directly to the superintendent of schools.

_____d. The local vocational director reports to the assistant superintendent for instruction.

11. What is the fourfold purpose of federal funding for vocational education? (4.111)

(1) to act as a catalyst to encourage state and local governments to increase their funding;
(2) to accord high priority to those individuals with special needs;
(3) to provide programs geared to real and emerging job opportunities; and,
(4) to increase the number of participants in vocational education.

12. The first federal funding of vocational education programs was provided primarily for which occupational categories? (4.112)

__X__a. agriculture and home economics

_____b. distributive and office

_____c. agriculture and health

_____d. trades and industry and technical

13. Which legislation is most generally viewed as marking the turning point for increased federal funding of vocational education? (4.113)

____a. Vocational Education Amendments of 1968
_X_b. Vocational Education Act of 1963
____c. George-Barden Act of 1946
____d. Smith-Hughes Act of 1917

14. What is the ratio of federal-to-state funds required by the Vocational Education Act, part B, for states to be eligible for federal funding? (4.114)

____a. 20:80
____b. 40:60
_X_c. 50:50
____d. 70:30

15. What are the three basic requirements a state must meet to obtain federal funding for vocational education? (4.115)

(1) The state must designate or create a state board for vocational education.
(2) The state must submit a state plan for vocational education.
(3) A state director of vocational education must be directly responsible for the administration of the total state program.

16. What is the purpose of a state plan for vocational education? (4.116)

The state plan serves as the official agreement between the state and the Federal Government under which funds may be spent for vocational education.

17. What are three specific planning requirements of the Vocational Education Amendments of 1968 for local educational agencies applying for federal funds? (4.117)

(Your answer is correct if it includes any three of the following.)
(1) Applications for funds must have been developed in consultation with representatives of educational and training resources available to the area to be served.
(2) Applications for funds must be designed to provide the persons to be served with education programs that will make substantial progress toward preparing such persons for a career.
(3) Applications for funds must include assurances of adequate planning to meet the vocational education needs of potential students in the area or community being served.
(4) Applications for funds must include a plan, related to the comprehensive area manpower plan (if any), for meeting the vocational education needs in the area served.
(5) Applications for funds must indicate how, and to what extent, the vocational education programs, services, and activities proposed in the application will meet the needs set forth.

18. What is a general principle of financing vocational education that was established by early federal legislation? (4.118)

Every dollar of federal money should be matched by at least one dollar of state and/or local money.

19. What three general principles of vocational education administration that have persisted throughout the years were established by early federal legislation? (4.119)

(Your answer is correct if it includes any three of the following.)
(1) Vocational education, initially and presently, has been a response to identified needs. These needs relate both to serving the growing work force and to serving individuals.
(2) The overall policy for the administration of vocational education has continued to be established through federal legislation.
(3) Early legislation established the principle of a federal-state cooperative relationship.
(4) Federal legislation has been broadened in order to respond to specific occupational demands for trained workers and to the needs of identifiable population groups.
(5) Program administration has taken place within legal boundaries established by the Federal Government through legislation.

GOAL 4.2

20. Which of the following institutions does not provide a vocational education program? (4.21) (4.22)

____a. comprehensive high school
_X_b. elementary school
____c. technical institute
____d. community college

21. "Vocational education is generally assumed to be a curriculum for males." Do current enrollment statistics for secondary and post-secondary schools support this assumption? Briefly explain your answer. (4.23)

Current enrollment statistics for secondary and post-secondary schools do not support this assumption. The majority of secondary vocational students is female. The two largest secondary vocational programs, home economics and office occupations, account for two-thirds of the enrollment, and most of the enrollment in these two programs is female.

The largest enrollments in postsecondary vocational education are in programs designed to prepare students for work in offices and other commercial fields. A majority of the students in this program is female. However, because of the predominately male enrollment in technical and trades and industry programs, the majority of total student enrollment is male.

22. In what secondary school vocational program is enrollment the greatest? (4.24)

_____a. agriculture
__x__b. home economics
_____c. trades and industry
_____d. health

23. In what postsecondary school vocational program is enrollment the greatest? (4.24)

_____a. home economics
_____b. agriculture
_____c. distribution
__X__d. business and commercial

24. In which type of educational institution are vocational education programs most pervasive? (4.25)

____a. elementary school
____b. junior high school
_X_ c. high school
____d. college and university

25. Which type of secondary school institution is most likely to offer the greatest variety of vocational education programs? (4.26)

_X_ a. separate vocational high school
____b. comprehensive high school
____c. junior high school
____d. parochial school

26. Which type of postsecondary school institution is most likely to offer the greatest variety of vocational education programs? (4.26)

____a. proprietary school
____b. community college
____c. university
_X_ d. technical institute

27. What are two reasons why vocational education usually begins in high school? (4.27)

(Your answer is correct if it includes any two of the following.)
(1) Vocational education is understood by most educators to be highly specialized and hence not an appropriate part of the general education programs of the elementary and junior high school.
(2) Specialized vocational education is best offered close to the time a person will use this education in employment.
(3) There are few examples of integrated curriculum plans which bridge the gap between elementary and secondary schools.

28. What are the three principal curricula offered in the high schools of the United States? What are the three principal curricula offered in the community colleges of the United States? (4.28)

High School	Community College
(1) College preparatory	(1) Vocational education
(2) General curriculum	(2) College transfer education
(3) Vocational curriculum	(3) Terminal general education

29. What are the basic arguments for and against the maintenance of separate vocational high schools? Provide one argument "for" and one argument "against." (4.29)

FOR: Separate schools offer a greater variety of vocational programs. Classes are also of smaller size than in the comprehensive school. Also, administrators can be selected who will allow and encourage full development of the specialized program. Generally provides service to more than one school district or more than one school within a large district.

AGAINST: Separate schools segregate students by socio-economic level. They also seem to have higher costs and higher dropout rates.

30. What is the major difficulty of private vocational schools in recruiting students? (4.210)

The principal problem of private vocational schools has been the high cost of recruiting students: advertising costs, sales commissions, costs of collecting unpaid tuitions.

GOAL 4.3

31. What are the legislative requirements, if any, for local, state, and national advisory committees? (4.31)

The Vocational Education Amendments of 1968 require an independent system of national and state advisory councils.

32. What role have national advisory committees played in the development of recent vocational education legislation? (4.32)

National advisory committees have been responsible for presenting to the Congress recommendations which have shaped two of the most important pieces of vocational education legislation passed in recent years.

The panel of Consultants on Vocational Education (appointed in 1961) conducted a study which provided the framework for the Vocational Education Act of 1963.

The ad hoc Advisory Council on Vocational Education (appointed in 1966) conducted a study which provided the framework for the Vocational Education Amendments of 1968.

33. How many members make up the National Advisory Council on Vocational Education? What types of people are among the membership? (4.33)

The National Advisory Council on Vocational Education is composed of 21 members. Membership includes persons familiar with: vocational education needs and the problems of management and labor; manpower problems and administration of manpower programs; administration of state and local vocational education programs; problems of the handicapped and disadvantaged; postsecondary and adult programs. Representatives of the general public.

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34. What are three specific duties of a state advisory council? (4.34)

(1) Advise the state board on the development of policy matters arising in the administration of the state plan;
(2) Evaluate programs, services, and activities; and,
(3) Submit to the Commissioner of Education and the National Advisory Council an annual report on the effectiveness of vocational education, with recommendations for such changes which may be warranted.

35. What are three types of local advisory committees and what is the general role of each type? (4.35)

General advisory committee: Assists in the development and maintenance of the entire vocational program of a school or a school district.

Departmental advisory committee: Serves one occupational area in a vocational school or the vocational department of a comprehensive high school, assessing programs according to local needs and suggesting changes and additions to the curriculum.

Occupational advisory committee: Concerned with the content and experiences involved in a specific occupation.

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